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AGGRESSIVE BEHAVIOR OF SECONDARY SCHOOL STUDENTS

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LIST OF PUBLICATIONS RELATED TO THE THEMES

1. Tran Hang Ly (10/2017), "*Some Theoretical Problems of Aggressive Behaviors of Secondary School Students*", Journal of Education and Society, Special Issue, 10/2017, pp. 116 - 118.
2. Tran Van Cong, Nguyen Thi Hong, Tran Hang Ly, Nguyen Lan Nhi (2017), *"Coherence at High School Students*", Yearbook of 2nd International Conference on Psychology in Southeast Asia "Human Happiness and Sustainable Development," RCP 2017, Book 2, pp. 430-437. ISBN 978-604-62-9912-7.
3. Tran Hang Ly (03/2018), "*Survey on The Current State of Aggression of Secondary School Students in Nghe An Province*", Journal of Education No. 425, March 2015, pp.15-18.
4. Tran Hang Ly (07/2018), "*Factors Affecting Aggression Behavior of Secondary School Students",* Journal of Education, 433, No. 1 - July 2018, pp. 17-20.
5. Tran Hang Ly (2018), "*School Cohesion of Secondary School Students in Nghe An Province*", Yearbook of the international conference "*Training and fostering of high school teachers and managers of the general education center and pedagogy lecturer*".
6. Tran Hang Ly (2019), *"The relationship between self-control ability and aggressive behavior of secondary school students"*, Proceedings of scientific workshops for young cadres and lecturers in the school year 2018-2019, Vinh University Publishing House

ABSTRACT

1. Rationales of study

Theoretical background: Aggression is a social phenomenon that takes place everywhere, in every culture, and attracts the special interest of many psychologists and sociologists due to its negative impact on human life. Aggressive behavior is the intrusive behavior that purposefully injures other people, themselves or the surrounding objects despite of whether the objectives are obtained or not (Tran Thi Minh Duc, 2008-2010). Aggressive behavior has made the learning environment unsafe: many students feel scared of going to school and staying at the school (Noaks & Noaks, 2000), (Reuter-Rice, Karin Eve 2006). The victims of aggressive behavior at schools are affected both academically and socially (Gilmartin). Studying explicitly the theory of aggressive behavior of high school students will contribute to the development of the rationale background for identification of aggressive behaviors, providing the basis for the current studies about aggressive behavior to go in the right direction and focus.

Practical background: Aggressive behavior at schools, an emerging problem in society, takes place under many forms - directly or indirectly, at all levels - from teasing, defaming to violent action (Hoang Xuan Dung, 2010). In recent years, aggression in school has attracted much social attention as it causes painful consequences to psychology and physiology of the students. In term of aggression level, only 0.1% of students is never aggressive, 95.3% of students is occasionally aggressive and 4.5% of students often engages in aggression. In term of aggression victimized level caused by classmates, research data shows that 2.6% of students is regularly victimized and 97.4% of students is occasionally victimized at the school (Tran Thi Minh Duc 2010). Many authors have stated that aggressive behavior at schools injures physically and mentally both aggression perpetrator and victim (Tran Thi Minh Duc, 2010, Tran Thi Tu Anh, 2012, Phan Mai Huong, 2009; Olweus, 1993). Aggressive behavior at schools also adversely affects students who witness the behavior. They either feel emotionally or experience the feeling of helplessness. Other students feel tormented because they can not do anything to stop the behavior, others experiences insecurity and anxiety which limit the creativeness and make the atmosphere at school stressful (Tran Thi Minh Duc, 2010).

Secondary school students are between the ages of 11 and 15 which is a period of unbalanced development of both behavior and psychology. The physiological change also affects strongly their psychology during this period. The characteristic of this age is the strong development of self-consciousness shown by the tendency to affirm their own "adult characteristics", the excitement process clearly overwhelms, the inhibition is weaker. Many teenagers cannot control themselves, easily become angry, emotional and easily violate discipline (Dinh Thi Kim Thoa, 2009). This shows that the ability of the students to control emotions, autonomy is poor, most of the students feel inhibited and at risk of increasing negative behaviors such as aggression, violence.

The research on aggressive behavior will contribute to clarify the current state of student aggression on a scientific basis, thereby provide recommendations to build a safe and healthy school environment as well as support the teachers and school psychology counselors to develop the corrective measures to minimize aggression in secondary school students. However, the current studies on aggression have mainly focused on high school students, there is no specific and large-scale study about aggressive behavior of secondary school students. Therefore, in this paper, we choose to focus on aggressive behavior of secondary school students to clearly identify aggressive behavior, the factors affecting aggressive behavior of secondary school students, from which we propose the appropriate and timely measures to minimize their aggressive behaviors. From the theoretical and practical backgrounds, we chose the topic: "*Aggressive Behavior of Secondary School Students*".

2. Research purpose

Based on theoretical research and the survey of performance, level of aggressive behavior of secondary school students and the factors influencing the aggressive behavior of secondary school students, we propose and make an experiment of some prevention programs to reduce aggressive behavior of secondary school students.

3. Research subject and participant

3.1.Research subject

Expression and the level of aggressive behavior of secondary school students

*3.2.*Research participant

3.2.1. Research participant

- 468 students in 6 secondary schools: Hung Binh, Dang Thai Mai, Nghi My, Nghi Trung, Muong Xen and Ky Son Boarding Secondary Schools for Ethnic Minorities in Nghe An Province.

- 8 homeroom teachers of the studied classes.

3.2.2. Research objects for the experiment.

Implement the experiment of aggressive behavior prevention program through the development of self-control skills in 80 secondary school students in Hung Binh secondary school, Vinh city, Nghe An province.

4. Research hypothesis

The level of aggressive behavior in secondary school students is high and serious with a variety of manifestations such as aggressive action, aggressive attitude.

There is a consistency between aggressive perceptions, attitudes, and actions of the students.

Male students are often aggressive in action, while female students often engage in aggression in behavior.

Aggressive behavior of secondary school students is dominated by many factors (self-control, school cohesion, communication), in which self-control is the most influential factor in student aggressive behavior.

Aggressive behavior can be prevented by providing self-control education for secondary school students.

5. Research objectives

5.1. Develop a theoretical basis for aggressive behavior, manifestation, and level of aggressive behavior of secondary school students.

5.2. Create a survey about manifestation and level and the factors affecting the aggressive behavior of secondary school students.

5.3. Propose and make an experiment of some aggression preventative measures for secondary school students by the development of self-control skill.

6. Research scope

6.1. In term of research subject

In this topic, we focus on studying the current state of manifestation and level and types of aggressive behavior in 6 secondary schools in Nghe An province.

6.2 In term of research participant

Teenagers are children aged 11, 12, 14 and 15 years old. In this topic, we study only 468 teenagers who are studying at 6 secondary schools including Hung Binh, Dang Thai Mai, Nghi My, Nghi Trung, Muong Xen and Ky Son Boarding Secondary Schools for Ethnic Minorities in Nghe An province, and 8 homeroom teachers of the studied classes.

7. Principles and methodology

7.1. The methodology of the research on aggressive behavior of secondary school students

7.1.1. Operating principle

7.1.2. The principle of structure – system approach

7.1.3. Development principle

7.2. Specific study methods

To implement the topic, we use a combination of the following research methods:

7.2.1. Method of reasoning

7.2.2. Method of the survey questionnaire

7.2.3. Observation method

7.2.4. Experimental method.

7.2.5. Data processing method by mathematical statistics

8. Research contribution

The research provides the following contributions:

In term of theory:

This thesis is not the first study of aggressive behavior but it focuses on aggressive behavior of secondary school students with developmental psychology and social psychology approaches. The thesis systematizes and supplements a number of theoretical issues on the concept, manifestation, and types of aggressive behavior of secondary school students. The thesis analyzes the psychological structure of aggressive behavior of secondary school students which includes aggressive attitude and aggressive action. In addition, the thesis has contributed to clarify the psychological theory of the factors influencing aggressive behavior, enriched knowledge about psychology and education in our country.

In term of practice:

Firstly, the thesis clarifies the relationship between 2 types of aggressive behavior expressed by the attitudes and actions of secondary school students. In addition, the thesis focuses on analyzing the relationship between the components of aggressive behavior such as verbal aggression, aggression against objects, self-aggression, aggression against other persons, hostile aggression.

Secondly, the thesis identifies the factors affecting the aggressive behavior of secondary school students (self-control, School cohesion, communication) in which self-control is the most influential factor in student aggressive behavior.

Lastly, the thesis develops psychological measures and successfully implements aggressive behavior prevention programs for secondary school students through self-control education. The results of this thesis can be used as a useful reference for teaching and learning educational psychology in general and help reduce aggressive behavior for students in particular.

9. Dissertation structure

In addition to the Abstract, Conclusion, Recommendations, Reference, Appendix, the thesis consists of 3 chapters:

Chapter 1: Theoretical basis about aggressive behavior of secondary school students.

Chapter 2: Research organization and methodology of aggressive behavior of secondary school students.

Chapter 3. Research results about aggressive behavior of secondary school students.

CHAPTER 1. THEORETICAL BASIS ABOUT AGGRESSIVE BEHAVIORS AMONG SECONDARY SCHOOL STUDENTS

1.1. Overview of the research topic

So far, the studies on aggressive behavior are diverse, rich and generalized into various research approaches. The overview of the topic is presented in four main approaches:

First approach: the theoretical works about aggressive behavior;

Second approach: the studies about the current state of aggressive behavior;

Third approach: the studies about interventative, preventative measures against aggressive behavior.

1.2. Behavior and aggressive behavior

1.2.1. Behavior

Behavior is a response of a subject to the stimulus.

1.2.2. Aggression

Aggression is a manifestation of intentionally injuring another person physically and mentally.

1.2.3. Aggressive behavior

Aggressive behaviors are intentional reactions that cause physical or mental harm, expressed through attitudes and actions.

Aggressive behavior consists of 2 types which are aggressive attitude and aggressive action.

1.3. Aggressive behavior of secondary school student

1.3.1. Secondary school student

Secondary school students are between 11 and 15 years old. The change in physiology together with the emergence of new psychological characteristics lead to their inability to control themselves, to feel inhibited, and at risk of introducing negative behaviors such as aggression, violence. This age has proven to be very interesting, but it also creates many difficulties for the teachers at the school due to the complex psychological characteristics of this age.

1.3.2. Aggressive behavior of secondary school student

Aggressive behavior of secondary school students is an intentional reaction that causes physical and psychological harm for themselves, surrounding objects and other persons, expressed in attitude and actions of the students.

** Aggressive behavior expressed in attitude:*

- Hostile attitude towards other persons;
- Anger;
- Advocate for violence;
- The lack of cooperation, lack of sympathy and tolerance.

** Aggressive behavior expressed in action:*

- Action causes physical and emotional harm to other persons;
- Acting causes self-harm physically and emotionally;
- Action harms surrounding objects.

Thus, after collecting the documents, we classify manifestations of aggression into two categories: aggressive behavior and aggressive action. Impacts of aggressive behavior are studied in both perpetrators and victims.

1.4. The factors relevant to aggressive behavior of secondary school students

1.4.1. Self-control

1.4.2. School cohesion

1.4.3. Television, computer and internet

Summary of Chapter 1

CHAPTER 2
RESEARCH ORGANIZATION AND METHODOLOGY OF AGGRESSIVE BEHAVIORS AMONG SECONDARY SCHOOL STUDENTS

2.1. Research procedures

2.1.1. Research participant and research sites

The study was conducted by self-report questionnaire with 500 secondary school students and 468 valid sheets are collected. The samples of object consist of 4 grades: 6th ,7th ,8th and 9th at 6 secondary schools in Nghe An province which are located in the city, rural and mountainous areas. The samples achieve gender equality, including 220 male and 248 female students. After collecting enough data from the questionnaires, we proceed data analysis.

2.1.2. Literature review

The study of aggressive behavior of secondary school students is organized with 2 main tasks:

Theoretical study on aggressive behavior of secondary school students

Study on the current state of aggressive behavior of secondary school students

Stages of study:

Stage 1: Identify and develop the study outline

Stage 2: Design survey tools

Stage 3: Test the survey and complete the survey tools

Stage 4: Official survey

Stage 5: Process the results, write and complete the thesis

2.2. Methodology

2.2.1. Documentary

Use the methods of analysis, synthesis, systematization to process the data about behavior, aggression, aggressive behavior and factors relevant to aggressive behavior to build the theoretical basis for the topic.

2.2.2. Observation

Observe the actions, gestures, speeches that show aggression of the students during the lessons, break time and collective activities.

2.3.3. Questionnaire

Understand the current state of manifestation and level of aggressive behavior of secondary school students;

Understand the factors affecting aggressive behavior of secondary school students.

2.2.4. In-depth interview

Interview the homeroom teacher about the aggressive behavior of students in the classroom and school. Interview the teachers about their perceptions of the factors affecting aggressive behavior of secondary school students.

2.2.5. Experiment

Implement an aggressive behavior prevention program by training self-control skills for the students:

Content 1: Develop problem-solving skill for the students

Content 2: Develop emotional control skill for the students.

2.2.6. Case study

This method is used to select the most typical students for learning the current state of aggressive behavior to focus on analyzing and explaining the student aggressive

behaviors with the interaction between family, friends, teachers and school. After the selection, we performed a portrait description to clarify the study objects.

2.2.7. Statistical Method

After the official survey is completed, SPSS 23.0 software for Window is used to process and analyze the research results.

Summary of Chapter 2

CHAPTER 3: RESEARCH RESULTS ABOUT CURRENT AGGRESSIVE BEHAVIORS AMONG SECONDARY SCHOOL STUDENTS

3.1. Status of aggressive behaviors among secondary school students

Table 3.1: Statistical indicators about the level of aggressive behavior

		Mean	Sd	Skewness	Kurtosis
Aggressive action		**1.74**	**0.50**	**0.67**	**-0.20**
Aggression against objects		1.72	0.60	0.30	-0.28
Self-aggression		1.58	0.62	0.71	0.85
Aggression against other persons	Verbal	2.02	0.63	0.67	-0.44
	Physical	1.67	0.55	1.15	0.47
Aggressive attitude		***2.44***	***0.48***	***-0.24***	***0.00***
	Anger	2.35	0.54	-0.62	-0.62
	Hostility	2.46	0.51	-0.47	-0.47

Aggressive action is a type of direct aggression to satisfy the frustration, uncontrolling which is expressed by aggressive behavior. The aggressive attitude is a type of indirect aggression that causes psychological damage through the anger, hostility, lack of goodwill, etc. Mean score of 1.58 on 4 score-scale indicates that secondary students have aggressive behavior at a moderate level in general and in each particular aspect.

Overall assessment of aggressive behavior, on 4 score-scale: aggressive attitude is 1.74, with a standard deviation of 0.50. The highest score (3.79 scores) accounts for 2%, the lowest score (1 score) accounts for 4%. For aggressive action, score distribution is at the side of the low score, skewed left (with the skewness of Sk = 0.67) and mostly concentrated in the area of 1.39 to 2 scores (Kur = -0.20)

Table 3.2. Comparison of gender in each component of aggressive behavior

Aggressive behavior	***Gender***	**Mean**	**Sd**	***F***	***p***
Aggressive action	Male	1.91	0.53	18.64	0.00
	Female	1.58	0.43		
Aggression against objects	Male	1.83	0.63	8.49	0.00
	Female	1.62	0.55		
Self-aggression	Male	1.69	0.67	10.49	0.00
	Female	1.50	0.57		
Aggression against other persons	Male	1.85	0.61	31.77	0.00
	Female	1.52	0.44		
Aggressive attitude	Male	2.41	0.46	2.27	0.05
	Female	2.49	0.49		

The research results show that male students tend to engage in aggressive action much more than female students. In contrast, females tend to engage in aggressive attitude more than male students, this result is statistically significant. This is in line with gender differences in secondary school students. Most female students have such characteristics as being quiet, sensitive, delicate, rarely expressing their emotions or behavior through violence. However, female students like "gossip", for example gathering in groups, dividing into factions and expressing the aggression to other persons through indirect and sophisticated forms instead of violence that is easily detected, criticized and violent - aggressive action is not strong due to the physical characteristics of female students. In contrast, male students, characterized by strong physical development, prefer to express themselves by muscular strength; they often choose direct aggression - aggressive action - to express their thoughts and feelings.

In term of verbal aggression, the difference was not statistically significant. However, in term of self-aggression, aggression against objects and aggression against other persons, male students are aggressive much more than female students. Female students have violent and hostile behaviors less frequently than male students do.

In addition, the results show that there is a positive correlation ($r = 0.40^{**}$) between aggressive attitude and aggressive action. This correlation indicates that the students have aggressive attitude will tend to engage in aggressive action and vice versa.

3.1.1. The current state of aggressive attitude of secondary school students

We use T-Test to compare the factors of aggressive attitude. The students tend to express the anger (Mean = 2.35) less than hostility (Mean = 2.46). This result is statistically significant with p = 0.00 (t = -4.985).

3.1.1.1. Current manifestations and anger level of secondary school students

Anger is a manifestation of negative emotions such as frustration, irritation, harshness. Specifically:

Table 3.3. Manifestations of anger of secondary school students

Manifestations of anger	***Mean***	***Sd***
I become angry when I break or fail	2.41	0.98
I am very angry but it is easy to ignore	**2.99**	1.03
I easily get angry with someone	2.32	0.96
I feel angry most of the time during the day	1.90	0.90
I make noise, shouting angrily	2.13	0.86

From the table above it can be seen that the students tend to be *"I am very angry but it is easy to ignore"* (Mean = 2.99). Intensive emotional states change is a common psychological feature at the age of secondary school students. However, the students who are psychologically sensitive to the overreaction of others, particularly their friends, have difficulty in communicating, establishing the relationships with other friends in the school environment. Such reactions will make the students and surrounding friends feel mental pain. In particular, in this age, friendships and communication have a very important meaning in the development of their lives and personalities. In the interview, T.T.P in class 8A said: *"I have difficulty in controlling my emotions and negative thoughts. So in some cases, I am angry with my friend for no reason. After thinking about it again, I feel very regretful, but the situation of losing control has damaged my friendship"*.

We used ANOVA to find the differences in aggressive attitude based on such criteria as grades, school, learning capacity, the behavior of family members and frequency of playing game. The coefficient $p < 0.05$ shows a statistically significant difference between some factors relevant to aggressive behavior.

In term of grade, the students at 8th and 9th grades have a higher mean score of awareness about aggressive behavior (*Mean =2.41 and 2.42)* than those in 6th grade (*Mean = 2.11*).

In term of learning capacity, anger is inversely proportional to learning capacity. Specifically, the students with weak, ordinary, good, very good and excellent leaning capacity have anger level of 3.00, 2.41, 2.32 and 1.96 respectively. In particular, we find that the students with weak learning capacity have very high levels of anger with Mean = 3.00. For secondary school students, self-image is extremely important in which learning outcome is one of the criteria for evaluating the self-image. It is likely that the low study result is one of the causes for students to be anxious, disappointed and then angry.

3.1.1.2. Current manifestation and hostility level of secondary school students

Hostility is the expression the teenagers show their thoughts, attitude, and behavior which is not consistent with the norms. This type of aggression includes manifestations such as lack of goodwill, suspicion, unfriendliness, jealousy.

Table 3.4. The manifestation of the hostility of secondary school students

Manifestation of hostility	***Mean***	***Sd***
I wonder why sometimes I feel very harsh about some issues	**2.76**	0.95
When someone especially treat me better, I wonder what they want	**2.72**	1.00
Sometimes I feel that people are laughing at me behind my back	**2.49**	**0.98**
I used to tease other friends making them angry	2.12	0.92
I think that other persons seem to be always lucky	2.41	0.94
If someone hits me, I will hit them	2.27	1.00

The data in the table above shows that most of the students feel: “I wonder why sometimes I feel very harsh about some issues” (Mean = 2.76); "Sometimes I feel that I am very easy to be triggered" (Mean = 2.45). Due to the physiological changes, the students often cannot control their emotions. This makes the teenager easy to get angry, or react unreasonably, easily to be triggered, cannot keep calm and "often feel harsh about some issues”. In the interview with T.T.A at class 8A of Dang Thai Mai Secondary School, he said: "*I often lose my temper. Sometimes small action also can make me angry. For example, my classmate takes my belongings, my parents claim me for watching movies or eating on time also makes me feel uncomfortable*". Thus, at this

age, due to physical and psychological characteristics, the students often have the overreaction. This should be understood and shared by the parents and teachers; they need to be guided to behave calmly and properly by which unfortunate consequences can be avoided as sometimes having a conflict with parents, friends, teachers, the students choose a negative solution.

It is also worth noting that most of the students think *"Sometimes I feel that people are laughing at me behind my back"*. We can see that, at the secondary school age, the students often strongly respond to the evaluation, especially the unfair evaluation from the adults. Self-image is extremely important to the students. The thought that someone laughs at them behind their back can make them feel anxious, upset, and suspicious. In particular, at this age, the students are very emotional, easy to express their emotions; the emotions can be easily changed and become ebullience and enthusiasm. This feature shows that the feeling of someone laughing at them behind their back will make them confused, anxious, easily triggered, uncontrollable, and facilitate aggressive behavior to be shown.

We used ANOVA to find the differences in hostility based on such criteria as grades, school, learning capacity, the behavior of family members and frequency of playing game. The coefficient $p < 0.05$ shows a statistically significant difference between some factors relevant to aggressive behavior.

In term of grade, the students at 8th and 9th grades have a higher mean score of awareness about aggressive behavior (*Mean =2.56 and 2.57)* than those in 6th and 7th grades (*Mean = 2.17 and 2.47*). Thus, it can be understood that the students in 6th and 7th grades who have just entered the secondary school, they still keep the appearance of elementary school students with a quiet psychological life in 5 years at elementary schools. At higher levels of education, thinking ability and psychological development are strong, they become profound and sensitive and perceive the diversified life but they will also have the suspicious and negative view about the world, the students will not be carefree, innocent as at elementary school. In addition, the changes in psychology, change of their role and position will make them somewhat dissatisfied and lacking resulted in the lack of goodwill.

In term of learning capacity, the proper perception about aggressive behavior increases proportionally with learning capacity. Specifically, the students with weak

and ordinary learning capacity have the highest level of hostility (Mean = 2.97 and 2.61). This ratio decreases with the students having good and very good learning capacity (Mean = 2.06 and 2.44). We can see that learning is relevant to the hostility of the students. Specifically, the students with weak leaning capacity will have a higher level of hostility and lacking goodwill than those with good learning capacity.

In term of the location of schools, we can see that there is a significant difference in hostility at secondary schools in different parts of Nghe An. The students in Vinh city, especially Dang Thai Mai Secondary School, which is called selective schools with high learning pressure, have the highest degree of hostility (Mean = 2.68). Meanwhile, rural schools have the least hostility level (Mean = 2.29 and 2.36). However, the students in mountainous areas where the students are mainly Thai and H'mong ethnic minorities, the level of hostility is moderate.

3.1.2. Current manifestation and level of aggression behavior of secondary school students

3.1.2.1. The current state of aggression against other persons of secondary school students

Aggression against other persons is the use of words intended to cause mental injuries such as anxiety, fear, fatigue, despair and the use of violent acts to cause physical injury such as pain, broken hands, and broken legs to other persons. This type of aggressive behavior includes the following manifestations:

In the manifestation of verbal aggression, *Blame others with the insults (at a low level) such as: "You're so stupid!"* (Mean = 2.37) is used by the students with the highest frequency. Blaming other persons is a normal action at secondary school age. However, the students who are psychologically sensitive, offended by their friends will feel mental pain. In particular, in this age, friendships and communication have a very important meaning in the development of their lives and personalities [14]. Therefore, we need to teach themthe good manners in the relationship with friends.

About aggressive behavior against other persons, "jealous with other friends" are the most rated. For secondary school students, self-awareness develops strongly, the image of themselves is very important to them thus they often compare themselves to other persons. In this process, they obviously evaluate, compare and feel "jealous" with the people around them. "Threatening gestures,

nudge into other people" (Mean = 1.79) is more frequently used than other manifestations. The results show that they are easily agitated, unable to control themselves and allow the aggressive behavior to unfold.

3.1.2.2. The current state of aggression against objects of secondary school students

Aggression against objects is the action which teenagers damage the surrounding objects causing economic damage. This type of aggressive behavior includes the following manifestations:

Among the manifestations of aggression against objects, *"Throw something from their hands for a bad reason"* (Mean = 2.01) is the most frequent action. It is understood that this action is a very likely reaction in adolescence at which the process of excitement overwhelms; the inhibition is lessened. As the result, sometimes the students cannot control themselves, they are easy to be annoyed and take the actions to destroy surrounding objects.

3.1.2.3. The current state of self-aggression of secondary school students

Self-aggression refers to the action that the teenagers hurt themselves, such as scratching their own skin, cutting their arm, hitting themselves, banging their head into the wall.

By comparing the mean score of self-aggression, we find that they tend to *"Bang their heads, punch the objects by hands, throw themselves onto the floor or into the objects"* (Mean = 1.67), while the lowest score is for "*Self-inflicted pain: cause the deep cuts, beat their skin for bleeding, cause severe injuries, broken bones, loss of consciousness, broken teeth"* (Mean = 1.43). In times of anger, the actions hurting themselves more or less affect their physical and psychological health. Therefore, a question is raised: How to help the students control their behavior in anger.

3.1.3. The relationship between components of aggressive behavior

Table 3.5. Statistical values of multiple linear regression – Predicting the impacts of aggressive behavior components

		Aggressive attitude	**Aggessive action**
Multiple correlation values (R)		*0.48*	*0.45*
Coefficient of multiple determination (R^2)		*0.23*	*0.20*
F		*46.911*	*60.977*
p coefficient	Aggression against objects		*0.00*
	Self-aggression		*0.18*
	Aggresstion against other persons		*0.00*
	Anger	*0.00*	
	Hostility	*0.00*	

Comparing the role of each component to aggressive behavior by multiple linear regression analysis, in which all components are independent variables, shows that the five component model can explain about 20% for level of aggressive action and 23% for level of aggressive attitude. This suggests that the five components examined in this study are those that affect aggressive behavior, which can help predict the level of aggressive behavior of secondary school students. The percentage that this model cannot explain for the dependent variable is about 77%. This percentage can be explained by other components that are not included in the model.

In term of aggressive attitude

- Multiple correlation value is *R=0.48*; and 3 factors of aggressive behavior can explain *23% (R^2=0.23)* of the level of aggressive attitude. Aggression against other person and aggression against objects are independent factors that significantly predict the level of aggressive attitude.

In term of aggressive action

- Multiple correlation value is *R=0.45*, the anger and hostility can explain *20% (R^2=0.20)* of level of aggressive action. Therefore, the two components mentioned above are independent factors that significantly predict the level of aggressive action.

3.2. The factor affecting the aggressive behavior of secondary school students

This section is to evaluate the role of factors affecting aggressive behavior, perform linear regression analysis with aggressive behavior as dependent variable behavior and influencing factors such as self-control, School cohesion, family behavior, society, communication as independent variables.

Table 3.6. Single linear regression analysis – predicting the factors affecting aggressive behavior

Aggressive attitude:	**r**	**R^2**	**F**	**P**
Negative self-control	0.40	0.17	94.04	<0,001
Positive self-control	0.19	0.04	17.226	<0,001
The frequency of playing game	0.14	0.02	9.58	<0,002
Aggressive action				
Negative self-control	0.57	0.33	228.496	<0,001
Positive self-control	0.13	0.02	7.60	<0,001
Frequency of playing game	0.28	0.08	40.237	<0,001
Negative self-control	0.15	0.02	10.438	<0,001

In general, these factors have a predictive role in aggressive behavior and statistically significant ($p < 0.01$). The determination coefficient R^2 of each independent variable indicates the extent they can influence aggressive behavior by aggressive action and aggressive attitude.

For aggressive attitude, this coefficient ranges from 0.02 to 0.17 (see detailed in Table 3.11). It means that the factors can explain for between 2% and 17% of the change in aggressive behavior expressed through attitudes. It means that, for secondary school students, all these factors play important role in influencing their aggressive behaviors. However, the importance of each factor to aggressive behavior is different. Some factors with large impact (Negative self-control) can explain for up to 17% of aggressive attitude. Meanwhile, the frequency of playing game can explain for only 2% of aggressive attitude.

For aggressive action, the coefficient ranges from 0.02 to 0.33 (see detailed in Table 3.11). It means that the factors can explain from 2% to 33% of the change in aggressive behavior expressed through action. It is also mean that, for secondary school

students, these factors play important role in influencing aggressive action. However, the importance of each factor to aggressive behavior is different. Some factors with large impact (Negative self-control) can explain for up to 33% of the aggressive action. Meanwhile, the frequency of playing game can explain for only 2% of aggressive action.

Table 3.7. Statistical values of multiple linear regression – Predicting the factors affecting aggressive behavior

		Aggessive action	***Aggressive attitude***
Multiple correlation values (R)		*0.57*	*0.60*
Coefficient of multiple determination (R^2)		*0.32*	*0.36*
F		*30.55*	*36.27*
Hệ số p	Positive self-control	0.81	**0.00**
	Negative self-control	**0.00**	**0.00**
	Behaviors of family member	0.57	0.63
	Frequency of playing game	0.31	0.12
	School cohesion	**0.00**	**0.00**
	Gender	**0.00**	0.13
	Learning capacity	**0.02**	0.64

Comparing the role of each component to aggressive behavior by multiple linear regression analysis, in which all components are independent variables, shows that the seven component model can explain about 32% for level of aggressive action and 36% for level of aggressive attitude. This suggests that the seven components examined in this study are those that affect aggressive behavior, which can help predict the level of aggressive behavior of secondary school students. The percentage that this model cannot explain for the dependent variable is about 64%. This percentage can be explained by other components that are not included in the model.

In term of aggressive attitude

- Multiple correlation value is *R=0.60* and 7 factors can explain 36% *(R^2=0.36)* of level of aggressive attitude. Positive self-control, Negative self-control and School cohesion are independent factors that significantly predict the level of aggressive attitude

In term of aggressive action

- Multiple correlation value is *R=0.57*, all 7 factors can explain *32% (R^2=0.32)* of level of aggressive action. Gender, positive self-control and School cohesion are independent factors that significantly predict the level of aggressive action.

The results of a single regression analysis between components of aggressive behavior with self-control factors (especially negative self-control) is different from the results of multivariate regression analysis between aggressive behavior components and other factors. The change of predictability (for aggressive attitude: R^2 = 0.17 versus R^2 = 0.33, for aggressive action: R^2 = 0.33 versus R^2 = 0.32) means that the predicted variables (dependent variables) - Aggressive behavior- is sensitive to the change of the indicators (independent variables), especially the ability to control emotions.

In particular, the study results prove that aggressive attitude has more predictable indicators than aggressive action, or in other words, it likely results from external factors.

3.2.1. Self-control

We use T-Test to compare the factors of self-control. We find that the students tend to be better at positive self-control (Mean =3.27) than negative self-control (Mean =2.72). This result is statistically significant with p=0.00, t=-14.327.

3.2.1.1. Negative self-control

3.2.1.2. Positive self-control

Table 3.8. Incorporation of values in single linear regression analysis between aggressive components and the factors of self-control

		Aggressive attitude	***Aggressive action***
Negative self-control	*Multiple correlation values (R)*	**0.57**	**0.41**
	Coefficient of multiple determination (R^2)	**0.33**	**0.17**
	p coefficient	0.00	0.00
Positive self-control	*Multiple correlation values (R)*	0.13	0.19
	Coefficient of multiple determination (R^2)	0.02	0.04
	p coefficient	0.00	0.00

The negative correlation between positive control and aggressive action is low (r = -0.28 **).

Single regression analysis between aggression factors and level of negative self-control is conducted:

- The correlation coefficient is *R = 0.41* and level of negative self-control can explain 17% (R^2 = 0.176) for the level of aggressive behavior. Negative self-control is independent factors that significantly predict the level of aggressive action.

- The correlation coefficient was *R = 0.57* and the level of negative self-control can explain 33% (R^2 = 0.33) level of aggressive attitude. The negative control is independent factors that significantly predict the level of aggressive attitude.

For both types of aggressive behavior, the predictability of positive self-control is not much.

3.2.2. School cohesion of secondary school students

School cohesion is exposed to three aspects: relationship with teachers, relationship with friends, and student relationship with the school. The collected data show the manifestations of school cohesion as follows:

Table 3.9. The manifestation of school cohesion of secondary school students

Relationship with teachers	***Mean***	***Sd***
Most of the teachers in the school take care of me	2.88	1.13
There is at least one or some teachers at the school with who I can share when I have difficulty.	2.97	1.26
The teachers respect me.	**3.47**	1.13
Relationship with friends	***Mean***	***Sd***
Other students are interested in your idea	2.81	1.05
was treated with respect by other friends	**3.25**	1.12
Other students like my behaviors	3.01	1.10
People pay attention to me when I do something well	3.21	1.06
Everyone in the school is very friendly to me.	3.23	1.12
Everybody in school knows that I am good at learning.	2.63	1.09
Student relationship with the school	***Mean***	***Sd***
I feel like a part of this school	**3.31**	2.67
I participate in many activities at school	**3.30**	**1.23**
I can really be who I am when I am at school	3.21	1.20
I am proud to be a student of the school	**3.66**	1.27

School cohesion was correlated with aggressive attitude a little bit negatively (r = -0.28**, p = 0.00). It means that for some students, the higher the level of school cohesion is, the lower the level of aggressive behavior is. Thus, school cohesion (positive and respectful relationships of teacher-student, student-student and their feelings, attitudes toward the school – a pedagogical environment which is physically and mentally safety) is correlated with aggressive behavior of the students. At this age, their self-consciousness is developing strongly, they have the need for love, attention, respect and belonging to a group; Self-assertion and self-confidence in front of teachers and friends are very meaningful to them. If they are fulfilled, they will have a healthy spiritual life as well as the confidence to build good relationships with friends, teachers, and then connect with their own school.

3.2.3. Television, computer, and internet

Table 3.10. Comparison of frequency of playing game with factors of aggressive behavior.

Criteria	**Aggressive action**				**Aggressive attitude**			
The frequency of playing game	***M***	***Sd***	***F***	***p***	***M***	***Sd***	***F***	***p***
Never	1.74	0.54	*4.33*	*0.00*	**2.31**	0.55	*2.983*	*0.00*
Rarely	**1.89**	**0.40**			2.40	0.44		
Several times a month	1.84	0.54			2.52	0.44		
A few times a week	1.75	0.54			2.41	0.46		
Daily	**1.96**	**0.41**			**2.64**	**0.49**		

The frequency of playing game is also proportional to the level of aggression. For both types of aggressive behavior, the students play game daily have the highest frequency of aggressive attitude at 2.64, and aggressive action at 1.96. Meanwhile, the students never play game have the lowest level of aggression (Mean = 2.31 and 2.74). A comparison between aggression levels and types of games the students often play is conducted. The results show that the students playing violent games (slash, use weapons, etc.) have a higher level of aggressive attitude than those do not play. Mean = 2.50> 2.44 with p = 0.02, F = 5,234. Thus, playing violent games as well as the frequency of playing games continuously can lead to feelings of cruelty, frustration, bad attitude, lack of gentleness for secondary school students.

3.3. Experimental results

Aggressive behavior prevention program is implemented by education of self-control skill for the students at 3 aspects: 1) Improve awareness of aggressive behavior in the school; 2) Develop problem-solving skill; 3) Develop self-emotion control skill for the students.

To evaluate aggressive levels of the students before and after the experiment, we use the aggressive behavior scale classified by aggressive attitude and aggressive action in the form of questions: *1: Never, 2: Rarely, 3: Sometimes, 4: Frequently.* The experimental results are as follows:

Table 3.11. The changes of aggressive behavior before and after the experiment

Experimental group		***M***	***Sd***	***F***	***p***
Aggressive attitude	Before the experiment	2.51	0.48	2.439	0.04
	After the experiment	2.40	0.47		
Aggressive action	Before the experiment	1.63	0.63	4.179	0.00
	After the experiment	1.55	0.60		
Control group		***M***	***Sd***	***F***	***p***
Aggressive attitude	Before the experiment	2.55	0.52	6.851	0.00
	After the experiment	2.50	0.50		
Aggressive action	Before the experiment	1.79	0.49	4.312	0.05
	After the experiment	1.78	0.50		

We use T-Test to compare the factors of aggressive behavior of both groups before and after the experiment and find that:

With Control Group, aggressive level tends to reduce slightly. Before the experiment, Mean=2.55 and Sd=0.52 meanwhile after the experiment Mean=2.50 with Sd 0.50. This result is statistically significant with p=0.00; F=6.851. Thus, with control group, aggressive level after 6 months tends to reduce insignificantly. Aggressive action level mostly does not change; before the experiment Mean=1.79 with Sd=0.49, after the experiment Mean=1.78 with Sd=0.50. In general, aggressive behavior level of control group does not change significantly.

With Experimental Group, aggressive attitude and action tends to reduce significantly. Specifically, before the experiment, aggressive attitude has mean=2.51 with Sd=0.48, after the experiment mean=2.40 with Sd=0.47. This result is statistically significantly with p=0.04; F=2.839. Before the experiment, aggressive action has mean=1.79 with Sd= 0.49 and after the experiment mean =1.55 with Sd=0.50. This result is statistically significantly with p=0.00; F=4.312. Thus, after the 6 month experiment with 12 lessons to improve awareness of aggressive behavior and develop self-control skill for students in the school, aggressive behavior level has changed, shown by the reduction of level of aggressive attitude and action.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Through the study of the topic Aggressive Behavior of Secondary School Students, we draw the following conclusions:

1.1.In term of theory

Behavior is a response of a subject to the stimulus from the surrounding environment.

Aggression is a manifestation of intentionally injuring another person physically and mentally.

Aggressive behaviors are intentional reactions that cause physical or mental harm, expressed through attitudes and actions.

Aggressive behaviors of secondary school students are intentional reactions that cause physical or mental harm, expressed through attitudes and action of the students which occur in the school environment.

1.2.In term of practice:

The current state of aggressive behavior

Firstly, the students tend to engage in aggressive attitude much more than aggressive action. The positive correlation exists between aggressive action and aggressive attitude, it means that the students who often engage in aggressive attitude tend to engage in aggressive action.

Secondly, gender difference is statistically significant between aggressive action and aggressive attitude. Male students tend to engage in aggressive

behavior more than female students, and female students tend to engage in aggressive attitude more than male students.

The current state of factors affecting aggressive behavior of secondary school students

Firstly, there is a positive correlation between negative self-control and aggressive behavior of secondary school students. Self-control ability is an independent predictor of aggressive behavior.

Secondly, the difference between the results of single regression analysis and multivariate regression for the factors such as self-control, school cohesion, playing game, family behavior affecting aggressive behavior shows that aggressive behavior (dependent variable) is sensitive to the change of the indicators (independent variables). In particular, aggressive action has more predictable indicators than aggressive attitude.

Lastly, family behavior and frequency of game have a direct impact on the level of aggressive behavior of students.

In term of the experiment

The experimental results from "*Improve some self-control skills for secondary school students*" and personal consultancy with students help effectively prevent aggressive behavior.

With the above results, we can confirm that the research results are in line with the hypothesis stated in the thesis; and the tasks of the thesis have been resolved.

2. Recommendations

2.1. For Nghe An Department of Education and Training

2.2. For secondary schools in Nghe An province

2.3. For parents and families

2.4. For the students themselves